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## EDUCATIONAL NEWS AND EDITORIAL COMMENT

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### MILITARY DRILLS IN THE SCHOOLS

The *School Review* in an earlier number pointed out that a mild form of military drill might have certain advantages in the schools. It might, for example, inculcate a spirit of obedience, of subservience to discipline; and it might be an entering wedge in a campaign to force upon the country a realization of the advantages of systematic physical education, as contrasted with excessive training for a few athletes. Such drill should be very simple, resembling in character the activities of the Boy Scouts but planned on a more comprehensive scale. It is, of course, apparent that any form of military science as such cannot be made compulsory in the schools.

Advocates of physical education have seized upon the timeliness of discussions concerning military drill to call attention to the superiority of their programs. We present, almost in full, an illuminating letter to the editor from an officer of the Sargent's School of Physical Education.

*To the Editors of the "School Review":*

There can be no question that obedience is a very essential quality to the efficient conduct of affairs, both in war and peace. Further, there is no better way to inculcate this quality than by marching and by various group evolutions. But why confine these evolutions to the limited movements of the drill manual *Marching Tactics*? Highly organized games and group contests, as conducted by all adequately trained physical instructors, in which the responsibility of the individual to the whole is given maximum emphasis, are fully as capable, and actually far better adapted to the cultivation of a sense of fair play, responsibility, and obedience than the restricted movements of military drill.

Again, much is said about the desirability of good carriage, and it is looked upon by many as the natural result of military drill. In the first place, good carriage of itself does not necessarily argue physical fitness—good development, vigor, or endurance—but may be merely the empty shell devoid of substance. This is a misconception unfortunately held by many people. In reality, while good carriage is eminently desirable, its attainment alone without the other far more fundamental physical attributes is the merest deception and an absolutely inadequate test of the system of education which brought it about. The facts are that military drill itself not only does not tend to produce good carriage, but that it actually has the opposite effect, and the more so the

younger the boys. The gun is not designed for use as a means of exercise, and is too heavy and too unsymmetrical an instrument to be efficiently used for that purpose. As used in the Butt's drill, it is a very inferior substitute for the wand. . . .

Physical education in the public schools seems to be held to blame for apparently inadequate results of what is, to say the least, not even a semblance of a fair trial. How can a physical-training teacher, however excellent, expect to produce results with two half-hours a week, even if the facilities comprised adequate room and equipment including dressing-room and shower-baths? The miracle is that good results are sufficiently pronounced to be noticeable at all! Again, physical education in the high schools is frequently in the hands of some teacher without adequate training or suitable personality, one who has merely "picked it up" or has played in his football or baseball team or was "good at athletics"; or, still more usual, the only available funds are used to pay a "trainer" to coach a handful of boys in football, and, if there is any left over, some woman to coach a few girls in basket-ball, it being considered far more important that the school should win at basket-ball or football than that the majority of the students should receive any adequate physical training at all!

The proposal is made that military drill together with Boy Scout activities is better than the highly specialized athletic training of the few while the many have nothing. In this we heartily agree. But excellent as are the Boy Scout activities in many respects, they cannot replace adequate physical education either as a constructive or as a corrective agent; they are rather an admirable adjunct to systematic and supervised physical training, best entirely replacing military drill.

Adequate physical education in the high schools would be not merely valuable to the individual as physical exercise and valuable to the nation only as it inculcated obedience, but it would build up a fundamental asset to the nation in the shape of healthy, vigorous, and enduring young men and women, quickened mentally and with well-developed moral courage and patriotism.

Yours very truly,

L. W. SARGENT

With the general tenor of this communication the *School Review* is in hearty accord. No mere marching and countermarching can compare in ultimate effectiveness with systematic physical education. No effort ought to be spared to increase the dignity of the office of the physical director and to place the direction of organized play for both boys and girls in capable hands.

Granted all this, the fact still remains that boys do not have strong propensities for wand exercises; that a sense of obedience and responsibility is very remotely associated with games of pushball; that, even

if these group exercises could be given more generally than two hours a week, and could be conducted by capable leaders, they still would lack an indispensable requisite—they cannot be motivated as the Boy Scout movement is motivated; and any training in games is futile, if the participants are not given some more solid opposition to overcome than the other team. There must be a sense of pride in the group achievement. Uniforms, camps, scouting, and the like possess possibilities of motivation far more valuable for citizenship than a game of pushball.

What does American citizenship mean? We are wilfully blind if we do not teach among other things that it means a manly readiness to participate, if need be, in the defense of the nation. Equally blind to its duties is any educational agency if it fails, at the very least, to give young Americans a chance to express this feeling in a boyish way. While the *School Review* does not believe in compulsory courses in military tactics, while it recognizes the immense superiority of physical culture in many ways, it nevertheless insists that voluntary military companies, adequately equipped and officered, might wisely be organized in the high school. The sight of competing companies from representative schools in the gymnasium, or on the athletic field of any university, would be far more suitable for the present day than interscholastic basket-ball or track meets. If we want our boys to think in terms of what patriotism means in the present crisis, let us at least offer them some means of suitable expression for those ideas.

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#### GOOD CARRIAGE

The second paragraph of Mr. Sargent's communication insists that good carriage may be but an empty shell, devoid of substance. His statement is undoubtedly correct, but it is too often equally true of the results of many other school exercises. Empty shells, mere superficial appearances, are too frequently the outcome of inadequately conducted courses in literature, in science, in moral training. Empty shells in any line are ultimately disastrous, whether upon a battle line in Flanders or in the deceptively squared shoulders of the high-school boy with no underlying physical stamina beneath them.

In this connection it is appropriate to call attention to the American Posture League, incorporated, of 30 Church Street, New York. Under the presidency of Jesse E. Bancroft, this League is sponsored by an imposing array of the nation's leading physicians and educators.

The League announces its purpose as follows:

Realizing that correct posture or carriage of the body is of fundamental importance for health and efficiency, a pronounced element of beauty, and an expression of energy and intelligence, the American Posture League was formed to do scientific and educational work on this subject, and to standardize and improve the conditions affecting it.

On its organization in the fall of 1913 the Posture League took its place in official recognition with the public health organizations of the country, for the performance of a constructive, scientific work not duplicated by any other society.

The League is peculiarly fitted to carry on the work undertaken, as its membership includes orthopedic surgeons and other medical practitioners, physical trainers, school hygienists, and educators who have long specialized on this subject of posture.

These purposes the League endeavors to carry out by removing the faulty school conditions from which are developed round shoulders, narrow chests, and curved spines. The League turns its attention no less to industrial and home conditions; to faulty constructions in public vehicles and audience rooms. Personal hygiene is also a subject of the League's interests, since it promulgates right habits of dress.

The officers and directors of this League aim to produce no empty shells. They are going about their work and removing the causes which are tending to make us a round-shouldered and narrow-chested race. The League does not neglect positive instruction and drill in correct posture and carriage. It doubtless realizes that a careless or ignorant or unsupervised boy may slouch into bad physical habits however scientifically correct his seat in school may be. It is quite likely that the Posture League also realizes that pride in personal appearance, in head held erect on vigorous shoulders, may inspire many a child to develop the physical stamina necessary to acquire the proper filling for the empty shell.

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#### POSSIBILITY OF MILITARY TRAINING IN CHICAGO

Since the statement above was written, a complete military organization in the third and fourth years of the high schools of Chicago has been recommended to the Board of Education by the subcommittee. Following is the report of the committee, signed by Benjamin Buch, principal of the Nicholas Senn High School:

We recommend that in the first and second years of the high school the work in physical instruction be modified so as to conform to the regulations

adopted by the United States army in respect to facings, alignments, marching, setting-up exercises, etc.

That in the Junior and Senior years:

First, a complete military organization be effected; squad, platoon battalion, and regiment.

Second, drills and exercises be carried on in accordance with the United States drill regulations and physical exercise manual.

Third, military sports, athletics, competitive activities, fencing, etc., be practiced for the purpose of developing a better carriage, stronger qualities of leadership, and a more effective citizenship.

President Loeb of the board is said to favor the program, urging that it be placed in charge of an experienced army officer. At the present moment there is no further indication as to what the attitude of the board will be.

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#### MEETING OF THE RELIGIOUS EDUCATION ASSOCIATION

"Religious Instruction and Public Education" was the subject of discussion at the conference of the Religious Education Association held in Chicago February 28 to March 1. Preparatory studies had been made of the various experiments in different parts of the country to correlate these interests. The conference undertook to consider four problems: (1) Is such correlation desirable? (2) What should be the curriculum of religious instruction? (3) How can week-day religious instruction be organized? (4) Where may teachers be obtained?

It was recognized that religious instruction and training are the responsibility of the home and of the church, and not of the public school. At the same time, religious education is the right of every child; and it is thoroughly appropriate for parents and school authorities to reach such agreement as may make it possible for the children to attend schools of religion at proper times of the day. This should be an agreement between the citizens and their public-school officials, and not between the school and the church. The church as an institution ought not to interfere. Whether the public school acts wisely in accrediting Bible-study done in churches under satisfactory conditions, or in setting examinations in biblical literature and history for the purpose of according credit, is an interesting problem in regard to which there is still much difference of opinion.

The conference developed the fact that there is a great deal to be done among Protestants in working out a curriculum of religious instruction. The Roman Catholics know very clearly what program they desire to follow. The Jews have almost as definite a conception of their

educational task. It is noteworthy that the study of the Hebrew language holds a very prominent place with the latter, indicating how inextricable are the religious and racial interests. This also is manifest to some extent among the German Lutherans. But the other Protestant churches are by no means agreed on the subject of curriculum. The graded lessons of the International Sunday School Association are offered for week-day religious instruction, but the inadequacy of these is apparent. Evidently, if the church is to undertake any such large program of education as the new opportunities suggest, there will be need of a serious effort to secure suitable textbooks. As a matter of fact, there is no general agreement as to what a scheme of week-day religious instruction should include. Some desire to make it predominantly an intellectual study of the Bible. Others are more concerned with preparing the children for church membership, partly by a study of the meaning of the church, and partly by the development of religious experience. Still others would wish to put the emphasis upon the cultivation of religious attitudes through various socializing activities. These different points of view constitute a serious difficulty in the development of co-operative endeavor among Protestant bodies. Yet it would seem that only by co-operation will it be possible to carry on week-day religious education in a scientific way. This leads to a consideration of the question of teachers. The church is not at present competent to do any large educational work, because of the lack of trained teachers. Shall the matter be put upon a professional basis, and a limited number of salaried teachers be employed? Shall the church colleges undertake to give a very much larger religious education so that its graduates may be competent as volunteers to be teachers of religion? Shall a professional leadership be secured under which a body of trained volunteers may serve? These questions were seriously discussed, but in the nature of the case no conclusion could be reached.

The conference formulated its conclusions in the following declaration of principles:

#### DECLARATION OF PRINCIPLES

##### "RELIGIOUS INSTRUCTION AND PUBLIC EDUCATION"

The movement for correlating religious instruction with public education is one evidence of the awakening of the American people to the right of the child to his religious heritage. The Thirteenth Annual Convention of the R.E.A. has made a distinct contribution to this movement. The practices and results of the diverse experiments in this field were made the subject of preliminary investigations. These investigations were summarized in advance

and made available in print. The legal status of religious instruction in connection with public schools in this country was made clear. Both by the preliminary studies and by the papers and discussions at the meetings, the policies and attitudes of Jews, Catholics, and Protestants have been given full and free expression in regard to fundamental principles, present practices and plans, and unsolved problems. The possibility of frank and friendly co-operation among all persons whose primary interest is in the welfare of children and the promotion of the Kingdom of God has been once more demonstrated, and their substantial agreement on certain principles concerning the relation of religious instruction to public education has been revealed. These principles may be formulated as follows and may be regarded as the declaration of the R.E.A. on the subject of the convention:

1. The church and state are to be regarded as distinct institutions, which, as far as possible, co-operate through the agency of their common constituents in their capacity as individual citizens.

2. All children are entitled to an organic program of education, which shall include adequate facilities, not only for general but for religious instruction and training.

3. Such a division of the child's time as will allow opportunity and strength for religious education should be reached by consultation between parents and public-school authorities without formal agreement between the state and the churches as institutions.

4. The work of religious instruction and training should be done by such institutions as the home, the church, and the private school, and not by the public school nor in official connection with the public school.

5. The work of religious education must depend for dignity, interest, and stimulus upon the recognition of its worth, not merely by public-school authorities, but by the people themselves as represented in the homes, the churches, private schools and colleges, and industries.

6. The success of a program of religious education depends—

a) Upon the adoption of a schedule which shall include the systematic use of week days as well as Sundays for religious instruction and training.

b) Upon more adequate provision for training in the experience of public and private worship, and for the use of worship as an educational force.

c) Upon the degree to which the materials and methods employed express both sound educational theory and the ideals of the religious community in a systematic plan for instruction and training, which shall include *all* the educational work of the local church, whether such church works independently or in co-operation with other churches.

d) Upon the degree to which professional standards and a comprehensive plan are made the basis of the preparation of teachers for work in religious education.

e) Upon the degree to which parents awake to the unparalleled opportunity for the religious education of our children and youth, the profound



need for sympathetic co-operation among all citizens of whatever faith, and the call for sacrifice in time and thought, in effort and money, consecrated to the children of the Kingdom.

f) Upon the degree to which the churches awake to their responsibility for the instruction and training of the world's children in the religious life, and take up with intelligence and devotion their common task.

THEODORE G. SOARES

## THE TWENTY-EIGHTH EDUCATIONAL CONFERENCE OF THE ACADEMIES AND HIGH SCHOOLS

On Friday and Saturday, April 14 and 15, will be held the Annual Conference with Secondary Schools at the University of Chicago.

FRIDAY, APRIL 14

11:00 A.M.

*Conference of Administrative Officers* in the Theater of the Reynolds Club (third floor). Topics for discussion will be presented as follows:

1. Definition of "Elementary" and "Advanced" Courses in the High School with Special Reference to the Content of the Unit.

The topic will be presented by PRINCIPALS ARMSTRONG of the Englewood High School and BROWN of the New Trier Township High School, and by PROFESSORS ANGELL and JUDD of the University of Chicago.

2. Qualitative Standards in High Schools and Colleges. General discussion.

12:30 P.M.

Social Assembly in the Reynolds Club (second floor) under the direction of the Junior Class Society. Singing by a quartette from the Men's Glee Club.

1:15 P.M.

Luncheon in the Hutchinson Commons. Visiting principals and teachers and student competitors in the prize contests and examinations are invited to the Assembly and to the Luncheon.

1:15 P.M.

Luncheon for Administrative Officers in Lexington 14.

2:00-3:00 P.M.

Rooms for rest and informal social intercourse will be found in the Reynolds Club (for men) and in Lexington Hall (for women).

2:15 P.M. (Kent Theater)

Preliminary hearing, before the University Department of Public Speaking, of candidates for place in the Eighteenth Annual Contest in Public Speaking, open to Seniors recommended by the principals of co-operating high schools.

2:15 P.M. (Cobb Lecture Hall, 12A, First Floor)

Prize scholarship examinations in American History, Botany, Chemistry, English, French, German, Latin, Mathematics, and Physics, open to Seniors recommended by the principals of co-operating high schools.

3:00 P.M. DEPARTMENTAL CONFERENCES upon the general topic "Qualitative Standards in High Schools and Colleges"

It is understood that the Conferences may be continued or excursions organized for Saturday morning at the discretion of the officers and members of the respective sections.

5:00 P.M. (Lexington Hall)

Informal Reception by the Neighborhood clubs to visiting high-school girls.

5:00 P.M.

The privileges of the Reynolds Club will be extended to visiting high-school boys. Guides will be provided for those who wish to visit points of interest in the University Quadrangles.

5:00 P.M. (Reynolds Club, Second Floor)

Informal social gatherings for visiting high-school teachers and others.

6:00 P.M.

Visiting high-school pupils will be entertained at dinner: boys in Hutchinson Hall; girls in the Lunch Room of Emmons Blaine Hall, Fifty-ninth Street between Kimbark and Kenwood avenues. Admission by ticket. Tickets will be distributed at the Examinations and at the Public Speaking Preliminaries.

6:00 P.M.

The University will entertain visiting principals and teachers at supper in Lexington Hall.

8:00 P.M. (Harper Assembly Room)

Eighteenth Annual Contest in Public Speaking between representatives of schools in relations with the University.

8:00 P.M.

#### *General Session*

Leon Mandel Assembly Hall

PRINCIPAL H. V. CHURCH, J. Sterling Morton High School, Presiding

Music { Organ Recital, 7:45 P.M. Arthur C. Lunn, University of Chicago  
The Women's Glee Club of the University of Chicago

Address, "The Qualitative Definition of School Courses," Charles Hubbard Judd, Director, the School of Education, the University of Chicago

#### SPECIAL NOTICES

On Thursday evening, April 13, in Leon Mandel Assembly Hall, will occur the Chicago-Colorado Intercollegiate Debate on the subject, "*Resolved*, That Congress Should Adopt a Literacy Test for All European Immigration."

The first regular meeting of the Association of Modern Foreign Language Teachers of the Central West and South will be held at the University of Chicago, Harper 11, on April 15, morning and afternoon. An interesting program will be presented, and all teachers of German and Romance are invited to attend, whether members or not. The Association is composed of secondary and college teachers.